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ABSTRACT

A 10-point plan based on concepts established by the First National Conference on Career Education, 1973, has been examined by a joint committee of the Prince George's County, Maryland Chamber of Commerce and school system. Concepts outlining current and recommended activities include: (1) exchange programs between business/labor/industrial personnel and school personnel; (2) field trips for students; (3) work experience for all high school students; (4) school/industry job placement programs; (5) establishing occupational resource persons from the business/industry/labor community; (6) year-round school, running 16 hours a day, six days a week, and staffed partly by business/labor/industrial personnel; (7) using retired workers as resource persons in schools to acquaint students with the world of work; (8) work should become more personally satisfying to the individual worker; (9) every student leaving school should be equipped with a marketable job skill; and (10) every student leaving school should, if he desires, be able to find work. Various school visitation and teacher workshop agendas, a task force survey, and committee member listings are appended. (LH)

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Career Education And The Business Community: A Joint Effort

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Prince George's County
Public Schools, Maryland
Carl W. Hassel, Superintendent

Prince George's County
Chamber of Commerce

CE008478

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PREFACE

A handbook, Career Education and the Businessman, was published as a result of the First National Conference on Career Education sponsored by the Chamber of Commerce of the United States. This conference was held February 28-March 1, 1973.

Approximately 240 of the nation's leading businesspersons, educators and labor leaders met under the chairmanship of Dr. Kenneth B. Hoyt, Associate Commissioner for Career Education of the United States Office of Education.

One task of the group was to meet in smaller discussion groups to resolve a set of ten basic questions centered on the role of the business-education-labor community in career education.

The ten concepts which comprise the body of this report represent concrete proposals for the involvement of the business-labor-industry community in a comprehensive career education effort.

The handbook of action suggestions was printed in June of 1973, and shortly thereafter made available to local chambers of commerce throughout the country. The handbook was studied by the Prince George's Chamber of Commerce and as a result several positive steps were taken. These actions were:

. to further study the action plans and seek reactions and suggestions from chamber members, particularly the Community School Relations Committee

. to solicit endorsement and/or criticisms from the Prince George's Public Schools Board of Education, and;

. to request an action plan from the Superintendent of Schools which would address the ten point plan.

The responsibility for drafting a response to the Chamber of Commerce was assigned by the Superintendent to the Department of Career Education. Communications followed and in the Fall of 1974 a committee, was formed known as the Joint Committee for the Improvement and Expansion of Career Education. This committee of eight was appointed by the President of the Chamber of Commerce, the President of the Board of Education and the Superintendent of Schools in a spirit of cooperation that would lend itself to a representative undertaking.

The committee met on a bi-monthly basis for one year and studied the implications, realism of and feasibility for implementation of the ten point plan. The report which follows is the result of and recommendation to the Board of Education and the Chamber of Commerce for a local action plan.

Lee Bowen

Prince George's County Schools
Chamber of Commerce

Joint Committee for the Improvement and Expansion of Career Education

In accordance with the Chairman of the Board of Education, the Superintendent of Schools and the President of the Prince George's Chamber of Commerce the following members were appointed to this committee on November 26, 1973:

COMMITTEE MEMBERS:

Clyde Grimm, *Chairman*
Chamber of Commerce

Lee Bowen
Career Education Department

N. Edwin Crawford
Career Education Department

Roy Dabney
Chamber of Commerce

Mary Donnelly
Chamber of Commerce

Sallie M. Fitts
Department of Career Education

Lesley Kreimer
Board of Education

Sue V. Mills
Board of Education

THE CONCEPTS

The concepts, or ten action suggestions decided upon in the First National Conference on Career Education, received study and reaction from the Joint Committee for the Improvement and Expansion of Career Education. They are as follows:

1. THE CONCEPT OF EXCHANGE PROGRAMS BETWEEN BUSINESS-LABOR-INDUSTRY PERSONNEL AND SCHOOL PERSONNEL

2. THE CONCEPT OF FIELD TRIPS FOR STUDENTS

3. THE CONCEPT OF WORK EXPERIENCE FOR ALL HIGH SCHOOL STUDENTS

4. THE CONCEPT OF SCHOOL-INDUSTRY JOB PLACEMENT PROGRAMS

5. THE CONCEPT OF ESTABLISHING OCCUPATIONAL RESOURCE PERSONS FROM THE BUSINESS-INDUSTRY-LABOR COMMUNITY

6. THE CONCEPT OF THE YEAR-ROUND SCHOOL RUNNING 16 HOURS A DAY 6 DAYS A WEEK AND STAFFED PARTLY BY BUSINESS LABOR INDUSTRIAL PERSONNEL

7. THE CONCEPT OF USING RETIRED WORKERS AS RESOURCE PERSONS IN SCHOOLS TO ACQUAINT STUDENTS WITH THE WORLD OF WORK

8. THE CONCEPT THAT WORK SHOULD BECOME MORE PERSONALLY SATISFYING TO THE INDIVIDUAL WORKER

9. THE CONCEPT THAT EVERY STUDENT LEAVING SCHOOL SHOULD BE EQUIPPED WITH A MARKETABLE JOB SKILL

10. THE CONCEPT THAT EVERY STUDENT LEAVING SCHOOL SHOULD, IF HE DESIRES, BE ABLE TO FIND WORK

The concepts listed in the National Chamber of Commerce Publication 1) listed the concept, 2) gave the basic idea underlying the concept, 3) dealt with assumptions, 4) cited potential problems concerning the concept, and 5) concluded with action suggestions.

In responding to the concepts the Joint Committee addressed each area thoroughly and systematically. The final report was presented to the Board of Education, the Superintendent of Schools, the County Executive, Chairman of the County Council, and the Board of Directors of the Chamber of Commerce on January 27, 1975.

1. THE CONCEPT OF EXCHANGE PROGRAMS BETWEEN BUSINESS-LABOR-INDUSTRY PERSONNEL AND SCHOOL PERSONNEL

A. Current Activities:

1) A Junior Achievement program has been established in five county high schools through the efforts of Junior Achievement of Metropolitan Washington, Inc., the Prince George's Chamber of Commerce and the Department of Career Education.

2) Career development workshops were conducted in 1972, 1973, and 1974 which included dual participation on the part of business, industrial and community volunteers, as well as educators.

3) Business industry visitation programs featuring workshops hosted by members of the business community for educators were conducted in the Spring and Fall of 1974. These workshops were hosted at the various business sites (Appendices A & B) and catered to teachers, counselors, administrators and supervisors Kindergarten through Adult Education.

4) Goddard Space Flight Centers hosted junior high school guidance counselors and vocational education teachers in a four-week long exchange program, World of Work (see Appendix C).

5) On-going participation by the business community in career programs and visitations at the elementary, secondary and adult education levels.

B. Recommended Activities:

1) Make an inventory of resource people with occupational skills who can give some time to teach in schools. The committee has designed a survey form which was sent to all county chamber members (Appendix D). Results of this survey will be made available to all schools in February 1975, in a publication, Community Resources: A Joint Effort.

2) Make an inventory of occupational skills possessed by school personnel that industry could use. Board of Education staff members are proceeding with this survey.

3) Identify the specific needs of schools or industry. This can be accomplished by analyzing results of above surveys.

1. B. (continued)

4) Incorporate exchange programs between teachers and industry on a rotating basis for periods of time of at least a week. This program can be put into effect when the needs of industry and teachers are determined from the surveys.

5) Make use of the school maintenance department for practical work experience for both students and teachers for a minimum period of a week, full time.

6) Establish an evaluation procedure for each program for the purpose of determining its effectiveness.

2. THE CONCEPT OF FIELD TRIPS FOR STUDENTS

A. Current Activities:

1) A Junior Business Education project has been developed through the Chamber of Commerce which provides opportunities for selected junior high school students to visit business, industrial and professional sites during the school day.

2) An extensive roster of field trip experiences has been compiled through the Career Satellite Program, as a Title III effort, and is available to school personnel.

3) The Career Education Advisory Council (Appendix E) and the Community School Relations Committee (Appendix F).

B. Recommended Activities:

1) Establish a community resource occupational bank listing businesses willing to be involved in field trips. This will be accomplished by tabulating responses from the survey.

2) Investigate the possibility of obtaining a blanket insurance policy to cover liability and accidents.

3) Create a central bus transportation service for field trips and make a "career activity bus" available on call to entertain career related trips.

4) Brief all teachers at the beginning of each school year on procedures and objectives of field trips and all points listed in the booklet, Career Development: A Community Approach. A video tape could be used where field trips are not a reality.

5) Use videotapes to share field trip experiences where it is impossible for all students to participate.

6) Inform students in advance of field trips, what to expect and what can be learned from the trip.

3. THE CONCEPT OF WORK EXPERIENCE FOR ALL HIGH SCHOOL STUDENTS

A. Current Activities:

1) Most of our senior high schools have general cooperative education programs. Nine high schools also have distributive education programs and two schools have office education programs. One school offers a fashion merchandising program.

2) Two high schools offer professional internship programs to college bound students.

3) Work experience is now a component of the vocational-technical programs.

4) Work experience programs are in operation for students from Grades 9-12.

5) A job bank has been established in the County's Central Region to serve students interested in part-time or permanent employment.

B. Recommended Activities:

1) Expand the job bank to serve all students beginning at age 14 and make it available up to a year beyond the date the student leaves the school system.

2) Where paying jobs are not available for all, investigate the possibility of work for high school credits.

3) Contact federal, state and local governments through job bank personnel to help expand job opportunities. This is in addition to private industry.

4) Develop work stations to serve several students. A minimum of one half day at a time or better yet weekly periods with many students involved in subjects or courses related to the type of work and with the approval of the employer is desirable.

5) Attempt to make students aware of the different kinds of work experiences with provisions for rotating work stations. Simulated business situations should be created in schools as an additional aid to students and where real work experience is not available.

6) Investigate the possibility of work for academic credit in lieu of pay.

7) Consider providing work experience where possible as early as age 14.

4. THE CONCEPT OF SCHOOL-INDUSTRY JOB PLACEMENT PROGRAMS

A. Current Activities:

1) Job placement activities are currently handled by teachers, coordinators and guidance counselors.

2) A job bank has been established as described in Concept 3.

3) Results of the community survey made by committee have been made available to job bank personnel. That survey indicates that nearly 1000 jobs are available each year for students. Much of this data will be made available to staff and students in situations where remuneration is not a factor.

B. Recommended Activities:

1) Mount a concerted effort to work with and cooperate with private employment agencies and the United States Employment Service.

2) Publicize the job bank with all students being made aware of its existence and services offered.

3) Encourage systematic follow-ups with businesses and students in order to eliminate problems and to improve the job placement service.

4) Do not require mandatory registration of all students in the Job Bank but make it available to all students.

5) Propose that where work is offered for experience it should be for short term only.

6) Ask the Chamber of Commerce to help by referring potential employers to the job bank.

7) Alert the job bank personnel to guard against student exploitation.

8) Request the job bank should be open at all times including summer.

9) Employ students to assist in filing, cataloging and research in the job bank.

10) Brief teachers and guidance counselors on the functions and benefits of the job bank.

5. THE CONCEPT OF ESTABLISHING OCCUPATIONAL RESOURCE PERSONS FROM THE BUSINESS-INDUSTRY-LABOR COMMUNITY

A. Current Activities:

1) Resource persons representing business, labor and industry are currently being used extensively in career days, career and college nights and career activities of semester and year long duration.

2) Resource persons are also being used on various committees such as the Career Advisory Council and the Community School Relations Committee.

3) Retired people are being used in a pilot program at Mt. Rainier Junior High School. This program is the W.O.C. (Work Oriented Curriculum Program).

4) A very useful booklet entitled Career Development: A Community Approach has been published by the Board of Education and contains suggestions and guidelines to assist school personnel in recruitment of community resources for career development.

5) There are currently on file names of workers representing more than 200 different occupations who are called on as resource people. Many more are available through the Volunteer Program whose main office is at Lincoln Center.

6) The Senior Citizens Organization has been active and helpful in supplying expert help through participating members.

B. Recommended Activities:

1) Continue the career day activities and expand so that students are informed on as many occupations as possible.

2) Establish guidelines and criteria to insure that resource people have the experience and background needed to participate in career education.

3) Establish a program to acquaint the resource people on how best to present their information.

4) Investigate a variety for Career Days. For instance, a day devoted to the use of mathematics in different careers, or, how business training can be used in many careers is appropriate.

5 B. (continued)

5) Develop a follow-up procedure to insure that all people on the resource list are contacted and to make certain that a few people are not being over-extended.

6) Supply names of resource people through the Chamber of Commerce.

7) Institute a feedback system to determine the effectiveness of different kinds of Career Day activities.

8) Consider the use of Chamber of Commerce members for assisting teachers in planning and conducting field trips, as back up for teachers and as a "buddy system" to help students where needed.

6. THE CONCEPT OF THE YEAR-ROUND SCHOOL RUNNING 16 HOURS A DAY 6 DAYS A WEEK AND STAFFED PARTLY BY BUSINESS-LABOR-INDUSTRIAL PERSONNEL

A. Current Activities:

1) Several of the current programs which closely resemble the Year-Round School concept are mentioned below: The Summer Outdoor Education Program, The Evening High School Program, The Evening Walk-In Counseling Centers, Adult Continuing Education Program, Adult Basic Education Program, Summer School Programs (July - August)

a. Summer Orthopedic "Camp Independence" Program.
b. Summer Operation Bridge Program.
c. Elementary Summer School.
d. Secondary Summer School.
e. Summer Program for the Multiple Handicapped.
f. Summer Evening High School Program.
g. Camp Croom - Environmental Education.

B. Recommended Activities:

The Committee recognizes the desirability of using existing facilities to the utmost; however, it also recognizes that there are many problems associated with converting a system the size of Prince George's County Public Schools to a year round system. The present policy of gradually expanding the summer program is a good one and the school staff should continue its study and research of the merits of the year round school. Two examples of currently operating year round schools are Prince William County in Virginia and Atlanta, Georgia.

1) Consider offering more attractive programs during the summer.

2) Design the summer program for seniors as a "Bridge to Life" for those who need it.

3) Re-evaluate the senior year with the possibility of students finishing early with a summer course or extending beyond the normal graduation time. The committee is aware that this is presently taking place to a degree.

4) Mix high school and elementary students in certain classes where the older students could get experience in teaching and the younger students could benefit from more individual attention.

6 B. (continued)

5) Reactivate the committee established by the Board of Education to study the year round school and submit a report listing all of the problems associated with the year round school together with suggested solutions to the problems.

C. Planned Activities:

In the Superintendent's memorandum of January 11, 1971, Dr. Carl W. Hassel charged key staff members with the responsibility of examining the feasability of the twelve-month school. Action was taken to prepare a position paper that would be made available to the Board of Education and public. The study is on-going and includes contemporary and accumulated data through 1973.

7. THE CONCEPT OF USING RETIRED WORKERS AS RESOURCE PERSONS IN SCHOOLS TO ACQUAINT STUDENTS WITH THE WORLD OF WORK

A. Current Activities:

1) Senior Citizens are presently working with students in Owens Road Elementary, Paint Branch Elementary, Kenmoor Junior High, Martin Luther King Junior High and Mt. Rainier Junior High in the fields of Horticulture, Agriculture, Science, Reading and Carpentry.

2) The Superintendent has charged the Department of Career Education with contacting the Retired Teacher's Association, the Coordinator of Volunteer Programs and the Senior Citizens Council to locate those people with suitable backgrounds for use as resource persons.

B. Recommended Activities:

1) Initiate and maintain a referral file of retired persons with their particular skills. Perhaps a retired person could do this. It is essential that all those listed be called upon to serve and that the list be kept up to date.

2) Make school personnel aware of the various career backgrounds available through retired persons and encourage them to draw on the desired skills.

3) Use retired workers as Classroom Aides, as Library Personnel and as Health Room Attendants in addition to calling on them to demonstrate their specific vocational skills.

4) Establish a screening process to insure that there is a balance of vocational skills and that qualified people are secured.

5) Conduct career days using both retired persons and those not retired to demonstrate the rapid change in some skills.

6) Enlist a retired executive to assist administrators, to help plan field trips and to work with gifted students.

8. THE CONCEPT THAT WORK SHOULD BECOME MORE PERSONALLY SATISFYING TO THE INDIVIDUAL WORKER

Comments:

For work to be satisfying it must also be meaningful with the worker understanding the importance of his particular contribution. It is also essential that a person be fully informed of the requirements, advantages, disadvantages, benefits, permanency and opportunities associated with work that interests him so that he will know what to expect and not become dissatisfied due to unexpected events. The two important ingredients appear to be education and communication.

A. Current Activities:

1) Community resources are being identified and utilized to contribute to career development.

2) Audiovisual aids are being developed to assist students in career development.

3) Field trip experiences are available and being expanded.

4) Career days, nights and on-going career activities such as the Friendly High School model are encouraged.

5) Work experience programs.

B. Recommended Activities:

1) Stress the importance of communication between employer and employee. The employer should be certain that he understands his duties and responsibilities.

2) Teach students that few people are always satisfied with their jobs and that most have days when they like their jobs and other days when they do not.

3) Help youth learn that job satisfaction is intimately related to satisfaction with one's total life style.

4) Establish a list of jobs available in the area with a description of each including advantages and disadvantages. Students could research and compile all information.

8. B. (continued)

5) Expose teachers and counselors to the above list.

6) Consider establishing a course that would include:

a. How to apply for a job.
b. How to prepare for an interview.
c. Items 1 through 4 above.

9. THE CONCEPT THAT EVERY STUDENT LEAVING SCHOOL SHOULD BE EQUIPPED WITH A MARKETABLE JOB SKILL

A. Current Activities:

1) Students are made aware of job opportunities and requirements through career days, field trips, job bank and work experience programs.

2) Most of the high schools have general cooperative education programs and distributive education programs.

3) A prevocational program is being initiated in all junior high schools. This is a significant breakthrough in that vocational funds have been made available to grades 7-9 to assist youngsters prior to high school. A full time coordinator will be made available to enhance the success of this program.

B. Recommended Activities:

The committee feels that it is not realistic to give every student a marketable job skill but it is realistic to offer every student the opportunity to develop an employable skill.

1) Give consideration to initiating courses that would offer information on the following:

a. Small business ownership
b. Financial responsibility and budgeting
c. Basic research and decision making
d. Problem solving techniques and communicating skills
e. Preparation for job interviews and instruction on filling out job applications
f. The intangibles, such as appearance, punctuality, personality and responsibility.

2) Start a "buddy system" between business persons and students where individual attention might be warranted for students with special problems.

3) Establish a list of jobs available in the county for young people together with qualifications required for each job. The Chamber of Commerce could help here and students could help themselves by doing some of the research. The results should be made available in printed form to all students.

9. B. (continued)

4) Make bus service available for career activities that take place after regular school hours.

5) Initiate research which would lead to changing some of the laws relating to limitations applying to employment of young people.

10. THE CONCEPT THAT EVERY STUDENT LEAVING SCHOOL SHOULD, IF HE DESIRES, BE ABLE TO FIND WORK

A. Current Activities:

1) Part time job placement capabilities through the work oriented curriculum programs.

2) Follow up services provided by the Central Guidance Office and individual guidance departments.

3) Liaison with the Occupational Outlook Division of the Department of Labor and with the Maryland Employment Service.

B. Recommended Activities:

This concept naturally follows concept Number 9 in the sense that after a student has a marketable job skill the next step should be finding work. We cannot guarantee that all students leaving school will be able to find work but we can help by providing training for the jobs that are available.

1) Make available broader training opportunities so that students are exposed to many different types of work.

2) Apprise students of current and future job opportunities.

3) Consider the initiation of a 3 month period of school followed by a 3 month period of work, then back to school.

4) Strive to provide students with successes in their first employment opportunity. This can be insured by proper preparation for the particular job.

5) Acquaint employers with the special problems of students in first jobs and provide feedback to the schools on the type(s) of training needed.

6) Assign a group of Chamber of Commerce members to each school to meet on a regular basis to help communicate the needs of both the students and the businessmen.

APPENDIX A

Spring, 1974 Schedule for Career Education Industry Visitation Program

1.	Introduction – Dodge Park Elementary School	January 30	5:00 P.M.
2.	Medical and Health Careers – Greater Southeast Community Hospital	February 8	9:00 A.M.
3.	Science and Engineering – Goddard Space Flight Center	February 13	9:00 A.M.
4.	Automotives (½ day) Lincoln Institute Diesel Technology (½ day) Diesel Institute of America	February 20 February 20	9:00 A.M. 1:00 P.M.
5.	Business and Banking Citizens National Bank of Laurel	February 27	9:00 A.M.
6.	Law Enforcement Prince George's County Police Academy (½ day) Maryland State Police – Forestville Barracks (½ day)	 March 6 March 6	 9:00 A.M. 1:00 P.M.
7.	Agri-business and Environment Beltsville Agriculture Center	March 13	9:00 A.M.
8.	Retailing, Merchandising and Shopping Center Management – Landover Mall	March 20	9:00 A.M.
9.	Hospitality and Recreation – Marriott Corporation	March 27	9:00 A.M.
10.	Construction – Associated Builders and Contractors	April 3	9:00 A.M.
11.	Vocational/Technical Opportunities in the Community College Prince George's Community College	April 10	9:00 A.M.
12.	Summary Evaluation and Discussion of Recommendations Dodge Park Elementary School	April 24	6:00 P.M.

APPENDIX B

Fall, 1974 Schedule for Career Education
Industry Visitation Program

1.	Introduction – Dodge Park Elementary School	September 9	6:00 P.M.
2.	US Army – Fort Belvoir, Virginia	September 10	9:00 A.M.
3.	Pr. George's Community College – Vocational Technical Opportunities in the Community College	September 18	9:00 A.M.
	Construction – Associated Builders and Contractors	September 18	1:30 P.M.
4.	Law Enfrocem		
4.	Law Enforcement		
	Prince George's County Police Academy (½ day)	September 25	9:00 A.M.
	Md. State Police – Forestville Barracks (½ day)	September 25	1:00 P.M.
5.	Marketing & Distribution – Grand Union	October 2	9:00 A.M.
	Communications & Media – Kiplinger Washington Editors, Inc.	October 2	1:00 P.M.
6.	Agri-business and Environment – Beltsville Agriculture Center	October 9	9:00 A.M.
7.	Medical and Health Careers – Greater Southeast Community Hospital	October 14	9:00 A.M.
8.	Fine Arts & Humanities – Wolf Trap Farm	October 17	9:00 A.M.
9.	Retailing, Merchandising and Shopping Center Management – Iverson Mall	October 18	9:00 A.M.
10.	Automotives (½ day) Lincoln Institute	November 5	9:00 A.M.
	Diesel Technology (½ day) Diesel Institute of America	November 5	1:00 A.M.
11.	Hospitality and Recreation – Marriott Corporation	November 20	9:00 A.M.
12.	Science and Engineering – Goddard Space Flight Center	November 26	9:00 A.M.

APPENDIX C

PRINCE GEORGES COUNTY, MARYLAND

WORLD OF WORK WORKSHOP

for

Secondary School Counselors and Vocational Education Teachers

June 26 – July 25, 1974
9:00 AM – 4:00 PM

at

NASA/GODDARD SPACE FLIGHT CENTER
Greenbelt, Maryland

Sponsored by

Prince Georges County Board of Education

Workshop Director – Walter Savoy, Director
Career and Vocational Education Programs
for Disadvantaged and Handicapped

Board of Education Coordinator – William Eddy
Vocational Education Teacher
DuVal Senior High School

in cooperation with

Educational Programs Office, Office of Public Affairs
Goddard Space Flight Center

Coordinators: Elva Bailey and Richard Crone

WORLD OF WORK WORKSHOP PARTICIPANTS

George Berry
Gwynn Park Jr. High

Nancy A. Bird
Walker Mill Jr. High

Dan Clement
Martin Luther King Jr. High

Nelly Jackson
Hyattsville Jr. High

Roger James
Robert Goddard Jr. High

Betty G. Linz
Samuel Ogle Jr. High

Beverly Pariser
Mary Bethune Jr. High

Anna N. Pratt
Buck Lodge Jr. High

Carol Schoenfeld
Benjamin Stoddert Jr. High

Judith A. Spinrman
Thomas Pullen Jr. High

Karen Sue Wilkinson
Walker Mill Jr. High

Hugh R. Wood, Jr.
Martin Luther King Jr. High

TASK FORCE SURVEY

PRINCE GEORGE'S COUNTY SCHOOLS

CHAMBER OF COMMERCE

Joint Committee for the Improvement and Expansion of Career Education

COMMITTEE MEMBERS

Clyde Grimm, Chairman
Chamber of Commerce

Lee Bowen
Career Education Department

Edwin Crawford
Career Education Department

Roy Dabney
Chamber of Commerce

Mary Donnelly
Chamber of Commerce

Sallie Fitts
Career Education

Lesley Kreemer
Board of Education

Sue Mills
Board of Education

Name of Firm _____

Type of Business _____

Address _____

Name of Person to Contact _____

Telephone No. _____ No. of People Employed _____

Will you allow a group of students to visit your place of business?

_____ How Many? _____

____Elementary ____Junior High ____Senior High

How long would it take? _____

Do you have field activities that can also be visited? _____

Would you permit one or more students to spend a day or more observing your operations? _____

____Elementary ____Junior High ____Senior High

Do you have someone who can visit schools to participate in Career Day Programs? _____

____Elementary ____Junior High ____Senior High

Could you loan personnel to the school system for a period of time? _____ For How Long? _____

Could you take a teacher in your organization for a period of time to allow him to get first-hand knowledge of latest techniques?

_____

Do you ordinarily hire students for part-time work? _____

Would you allow students to work for experience only? _____

Do you ordinarily hire high school graduates? _____

How Many Per Year? _____

Can you recommend a retired person who can offer expertise in his field to students? _____

Names of Professional Organizations and Trade Associations _____

APPENDIX E

Prince George's County Public Schools

LAY ADVISORY COMMITTEE ON CAREER EDUCATION

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APPENDIX F

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